

**Texas Education Agency**  
**Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>		
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;">             RECEIVED              TEXAS EDUCATION AGENCY              76 MAR 29 PM 2:38              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Keene ISD	126-906			
Vendor ID #	ESC Region #			DUNS #
75-60001893	XI			189342397
Mailing address		City	State	ZIP Code
PO Box 656		Keene	TX	76059-
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Ricky		Stephens	Superintendent	
Telephone #	Email address		FAX #	
817-774-5200	rstephens@keeneisd.org		817-774-5400	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Sandra		Denning	Principal	
Telephone #	Email address		FAX #	
817-774-5200	sdenning@keeneisd.org		817-774-5400	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Ricky		Stephens	Superintendent
Telephone #		Email address	FAX #
817-774-5200		rstephens@keeneisd.org	817-774-5400

Signature (blue ink preferred)

Date signed 3-29-16

  
 Only the legally responsible party may sign this application.

701-16-102-114

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 126-906			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Keene ISD (KISD) exemplifies its commitment to improving outcomes for all students as stated in the following mission statement, "we are united in our dedication to creating academic excellence in a positive and nurturing setting that celebrates our uniqueness and diversity." For a school district the size of Keene (1047 total students) the level of diversity is significant. While this diversity provides all students a culturally rich experience, it also poses some unique challenges for the KISD.

Keene ISD also has a large population of Pacific Islanders. There are a total of 181 students that make up this population which is 17.5 %.

Students classified as "at risk" per Texas Education Code §29.081(d)49.8%

The 2014 US Census bureau reports that the median household income for the city of Keene is \$32,314.00. This puts the percentage of at or below the poverty level at 34.9%.

Overall, these grant funds will be used to help foster a climate of high expectations, improve student progress via improved attendance; increase the opportunities for student time on task; foster positive home-school relations. A comprehensive needs assessment of the entire district will be conducted to inform school wide reform strategies for student mastery; professional development needs; parental involvement strategies; improved processes for academic assessments, and timely additional assistance for at-risk students.

These elementary school students are 24% below the State average in writing (aggregate); Caucasian and English Language Learners perform at the lowest levels in the writing category. Additionally, the Fourth Grade Caucasian population is 17 % below the state average in reading. Grant funds will support remediation for students through a combined effort of teachers, Reading Specialists, and paid after school tutoring. The need for additional computers and technology resources for student use in the labs and classrooms to increase time on task has been identified. To encourage and increase parental and community involvement, monthly opportunities to build involvement, including student/parent programs, family involvement and curriculum nights specifically designed to inform parents as to what their students are learning will be conducted. Also, parent training as to how to best help the elementary school students with homework and improve school attendance will occur. Overall, academic performance and attendance will be improved through increased student engagement via the after school programs.

Academic Performance-The most recent STAAR, PBMAS, and school report card results show that student performance in some areas were significantly lower than the states passing average, especially among the subpopulation of English language learners. 18.9% of Keene ISD students are English Language Learners. Their performance in targeted areas such as 8<sup>th</sup> grade Social Studies is 17% below the state average which places these students at risk and is of concern. Other areas of focus are in history and science. The ACE Program will supplement the school day by scaffolding instruction for these at risk students to ensure attainment of appropriate grade level academic performance. Instruction will be delivered through individualized instruction in small group settings.

Content driven best practices and hands-on activities will serve as extensions to pertinent information presented Grade Promotion will be increased by comparing student promotion rates amongst those who regularly participate in the program and those who do not. KISD will provide opportunities to participate in small group tutorial sessions that are individualized to meet students' needs. Additionally, afterschool activities will be aligned with the TEKS, giving student's more exposure to important concepts outside the classroom. KISD's goal is to increase grade promotion rates by addressing needs regarding academic proficiencies throughout the school year and providing enrichment activities to fill academic gaps.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Improve Attendance-Based on current data standings for Keene Junior High school through PEIMS data reports, daily attendance rates have decreased in comparison to the two previous school years. Improvement in student attendance is needed and will be aided by the monthly parent meetings to teach parents how to create a "blueprint" for increasing student attendance, including a plan, responsibilities, timeline, and necessary family resources. Mentoring/tutoring, rallies, anti-bullying speakers, integration of service learning to connect meaningful community service experiences with academic learning, and address violence and suicide prevention will be incorporated into the after-school activities. The ACE program will provide a variety of enrichment activities that are non-traditional, high yield learning activities to motivate students such as: Art Club, Clay Sculpting, Archery, Cooking/Baking, Drama, Photography, Robotics, Gardening, Music, Dance, Technology/Multimedia/Video Production/Gaming, Bowling. Family and Parental Support Services-Adult, parent and community members will be provided with opportunities to increase their literacy and improve in their educational development. Activities will include: Technology/Computer classes, Cooking/Baking classes, Do It Yourself (DIY)/"How To" classes, Foreign Language, First Aid/CPR, Library/Research. Activities involve parents becoming involved in the school environment sometimes alongside their children. College and Workforce Readiness-The ACE program will focus on career explorations and include guest speakers and field trips. These teaching/learning methodologies will promote personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Increase Graduation Rates-The 2014 US Census bureau data for the city of Keene also reveals low levels of higher education: 80.4% graduated from high school while 18.3% have obtained higher education. By providing opportunities for and emphasizing the importance of parent/community classes in the areas of college/career/workforce readiness, self-improvement, foreign language, and etc. one could see the potential for a direct impact on student educational attainment. Opportunities will be offered through a summer program enabling students to obtain high school credits in certain areas.

The following goals will also be enhanced by grant funds; vertical alignment in the area of SOCIAL STUDIES and SCIENCE across the grade levels and campuses; the restructuring of SOCIAL STUDIES and SCIENCE objectives; an inter-disciplinary approach of SOCIAL STUDIES and SCIENCE throughout all other core and elective subjects; and higher order thinking skills emphasis in the area of SOCIAL STUDIES and SCIENCE.

To facilitate the accomplishment of these goals the following strategies will be employed. Parent and community engagement includes parent/advisor partnerships, SBDM meetings, The high school will continually look for new and innovative ways of engaging the community in the activities of the school. An expanded scope of communication and dissemination of information to parents and the community will aid in improving parental involvement to support attendance and academic attainment.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 126-906			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$459,697	\$0	\$459,697
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,000	\$9,000	\$18,000
Schedule #9	Supplies and Materials (6300)	6300	\$41,470	\$0	\$41,470
Schedule #10	Other Operating Costs (6400)	6400	\$14,750	\$0	\$14,750
Schedule #11	Capital Outlay (6600)	6600	\$14,630	\$0	\$14,630
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$539,547	\$9,000	\$548,547
1.2% indirect costs (see note):			N/A	\$6,474	\$6,474
Grand total of budgeted costs (add all entries in each column):			<b>\$539,457</b>	<b>\$15,474</b>	<b>\$555,021</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$539,457
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$26,972

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 126-906		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$71300
5 Site coordinator (required)	3		\$193200
6 Family engagement specialist (required)	1		\$36000
7 Secretary/administrative assistant	1		\$25753
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor		1	\$12000
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$5338,253
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$4200
24 6119 Professional staff extra-duty pay			\$74880
25 6121 Support staff extra-duty pay			\$28800
26 6140 Employee benefits			\$13564
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$121,444
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$459,697</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 126-906		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Independent Evaluator	\$9,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$9,000
(Sum of lines a, b, and c) Grand total		\$18,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 126-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$41,470
Grand total:		\$41,470

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 126-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$7650
6413	Stipends for non-employees other than those included in 6419	\$2000
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$9,750
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
Grand total:		\$14,750

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 126-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	STUDENT IPADS	20	\$499	\$9980
3	DESK TOP COMPUTERS	5	\$930	\$4650
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$14,630</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment: 1047**

Category	Number	Percentage	Category	Percentage
African American	45	4.3%	Attendance rate	94.9%
Hispanic	373	36%	Annual dropout rate (Gr 9-12)	1.2%
White	386	37.3%	Students taking the ACT and/or SAT	57.9%
Asian	0	0%	Average SAT score (number value, not a percentage)	1265
Economically disadvantaged	825	79.7%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	213	20.6%	Students classified as "at risk" per Texas Education Code §29.081(d)	49.8%
Disciplinary placements	11	1.0%		

**Comments**

Keene ISD also has a large population of Pacific Islanders. There are a total of 181 students that make up this population which is 17.5 %.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	6.1%	No degree	0	0%
Hispanic	8	9.8%	Bachelor's degree	69.5	85.3%
White	68.5	84.1%	Master's degree	11	13.5%
Asian	0	0%	Doctorate	1	1.2%
1-5 years exp.	40	39.1%	Avg. salary, 1-5 years exp.	39,796	N/A
6-10 years exp.	11	13.5%	Avg. salary, 6-10 years exp.	43,610	N/A
11-20 years exp.	17	20.9%	Avg. salary, 11-20 years exp.	48,996	N/A
Over 20 years exp.	13.5	66%	Avg. salary, over 20 years exp.	56,411	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 126-960										Amendment # (for amendments only):					
<b>Part 3: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	47	70	86	68	78	76	77	81	82	76	94	77	75	60	1047
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	47	70	86	68	78	76	77	81	82	76	94	77	75	60	1047

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus principal worked with their Site Based Decision Making Committee to conduct a campus needs assessment that will pertain to the ACE program. By completing the campus needs assessment the committee utilized a combination of quantitative and qualitative data. Both types of data were gathered using the following means PEIMS data including campus attendance, graduation results of feeder school and student enrollments, district student information system data including student attendance, grades, program information, and behavior, district student assessment management system data including State of Texas Assessment of Academic Readiness (STAAR) results, Texas Academic Performance Report (TAPR), surveys of campus & community needs, and campus-level focus groups. During grade level meetings and whole staff meetings each campus Site Coordinator will also discuss the needs with the entire staff. This will ensure that each grade level has equal representation of their needs. Keene ISD will use raw STAAR data as our foundational piece of our needs assessment.

Once all the campus needs are identified they will then be placed on the need inventory sheet by the Site Coordinator. The Project Direct, each Site Coordinator, and campus principal will develop an asset inventory sheet. The Family Engagement Specialist will develop a list of community resources that can be utilized for the strategy development process. During this process the Site Coordinator and campus principal will begin to match the campus needs with available resources/assets until all identified needs have been met. If there is a need that the team cannot link to an asset than an outside vendor will be hired to address the need. Each mapped need to asset, would then become an activity that would align with the four- core component guide. All activities would fall under academic assistance, family and parental support services, enrichment, and college and Career workforce readiness.

For example the junior high ACE grant program would help students meet state and local academic achievement standards by extending on the school day instruction using best practice, hands-on activities, and accelerated programs. Student survey results revealed a need in the areas of music, choir, and art. As stated on the U.S. Department of Education website, "the arts share equal billing with reading, math, science, and other disciplines as 'core academic subjects,' which can contribute to improved student learning outcomes." A fine arts activity that would be considered as one of the four core components would result in an increase of STAAR scores in the areas of history and science and amongst the English Language Learners. The needs assessment determined that the 8<sup>th</sup> grade social studies are 17% and 8<sup>th</sup> grade science are 6% and below the state average.

KISD will provide students, families, and community member with quality after school programs. Research indicates that these types of programs can positively affect a multitude of success factors including; grades, attendance, self-perception, improved behavior, academic achievement, positive social behavior, and school involvement (Durlak, Weissburg, Pachan, 2010).

KISD will ensure that activities remain relevant to community members by developing and administering surveys for input regarding each activity. It is the goal of KISD to maintain a sustainable program that continues to engage the community by collecting data to help determine the needs of our community.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Attendance	Keene ISD would be able to improve school day attendance among students by collecting data regarding the number of students who attend after school activities. It is KISD's goal to improve school day attendance by providing students with afterschool opportunities that increase a sense of belonging on all campuses. I
2.	Improve Academic Performance	Keene ISD would be able to increase the amount of students who need individualized instruction in a small group setting by providing pre and post-tests to measure effectiveness. With the extension of the school day we would also be able to provide hands on learning opportunities that align with the school day. It is KISD's goal to increase academic time on varied instructional opportunities for all learners by extending the school day by a minimum of 12 hours.
3.	Increase Graduation Rates	Keene ISD would be able to increase graduation rates by comparing graduation rates amongst those who regularly participate in the program and those who do not. KISD will provide students with resources to be successful academically and educate families in supporting their student's success. KISD will deliver programs that inspire students to develop their abilities, work with others, and make direct connections between the education they receive at school and in future career opportunities.
4.	Increase Grade Promotion Rates	Keene ISD would be able to increase promotion rates by comparing student promotion rates amongst those who regularly participate in the program and those who do not. KISD will provide opportunities to participate in small group tutorial sessions that are individualized to meet students' needs. Additionally, afterschool activities will be aligned with the TEKS, giving students more exposure to important concepts outside the classroom.
5.	Improve Positive Behavior	Keene ISD would be able to improve positive student behavior by comparing discipline referrals before and after the ACE program is implemented at KISD. The creation of after school activities will help develop social and emotional skills that students need to make better behavior choices.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	A minimum of a Master's degree in education or related field. The candidate will have a minimum of three years management experience in an educational work environment or OST (out-of-school time) program. A principal's certification will be preferred.
2.	Site Coordinator(s)	A minimum of a Bachelor's degree in education or related field, Master's degree preferred. Experience in staff supervision, preferred experience in a 21 <sup>st</sup> Century or similar program. Coordinators will need to be able to work with high risk youth and families.
3.	Family Engagement Specialist	A minimum of an Associate's degree in education or related field, Bachelor's degree preferred. The candidate will have experience planning and organizing meetings and major events. Experience working with community agencies and working with diverse cultures and economic backgrounds.
4.	Academic Liaison	A minimum of a Bachelor's degree and a valid teaching certification. The candidate will need to have a strong curriculum writing skills and know how to align the school day curriculum to the after school program.
5.	Certified Teachers	A minimum of Bachelor's degree with a valid Texas teaching certification.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Disaggregate and disseminate STAAR data.	07/14/2016	05/31/2017
		2. Analyze common assessment/benchmark	07/14/2016	05/31/2017
		3. Align TEKS objectives through curriculum planning	07/14/2016	05/31/2017
		4. Analyze teacher strengths to provide service	08/15/16	12/31/2017
		5. Provide interventions for at-risk students	09/06/2017	07/15/2017
2.	Increase Attendance	1. Evaluate the effectiveness of attendance incentives	07/14/2016	05/31/2017
		2. Engage parents as partners in school attendance.	09/06/2017	07/15/2017
		3. Attendance personnel to enforce state attendance	09/06/2017	07/15/2017
		4. Provide college mentors	09/06/2017	07/15/2017
		5. Local business incentive donations	09/06/2017	07/15/2017
3.	Improve Positive Behavior	1. Address violence and suicide prevention	09/06/2017	07/15/2017
		2. Provide staff development on positive behavior	07/14/2016	05/31/2017
		3. Anti-bullying speakers and rallies	09/06/2017	07/15/2017
		4. Small group counselling sessions	09/06/2017	07/15/2017
		5. Provide college mentors	09/06/2017	07/15/2017
4.	Increase Grade Performance Rates	1. Review Istation grade level data	09/06/2017	07/15/2017
		2. Student chart 6 weeks progress	09/06/2017	07/15/2017
		3. Student led conferences for parents	09/06/2017	07/15/2017
		4. College and Career speakers to motivate students.	09/06/2017	07/15/2017
		5. Collaboration with school day staff	09/06/2017	07/15/2017
5.	Increase Graduation Rates	1. Provide college mentors	09/06/2017	07/15/2017
		2. Student career goal setting	09/06/2017	07/15/2017
		3. College tours to generate interest	09/06/2017	07/15/2017
		4. ACT and SAT preparation courses	09/06/2017	07/15/2017
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Keene ISD utilizes our campus needs assessment data to set our goals and objectives. Our goals and objectives are formed based upon a multitude of data sources including: the disaggregation of data pulled from STAAR results, TELPAS results, TPRI Results, Istation reports, Curriculum Based Assessments, Renaissance data from STAR Reading and STAR Math, and twice per year benchmark data, qualitative/quantitative data to assess program progress, such as grades, discipline reports, attendance, and promotion rates. This information will be disaggregated and disseminated to stakeholders on a regular basis throughout the academic year. Information is communicated through campus and district level Site Based meetings, which include parent/community members and business partners, and through district and campus programs including student council representatives. The district wide school messaging system is another valuable means of communication. Messages are recorded in English, Spanish, and Marshallese.

As we analyze disaggregated data we tighten or redirect our focus to best address the needs revealed by data sources. We utilize frequent, on-going progress monitoring to check success throughout the school year.

Changes are communicated to staff in a variety of ways including: emails, face to face meetings, grade level planning, curriculum planning, and written memos.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the only after school program within Keene ISD is extended library time at the junior high campus which is offered several times a week. The junior high will continue to provide the extended library time in conjunction with the ACE program to expand the offerings for students.

Keene ISD also plans to expand linkages with the one local universities that may be able to provide staff through service learning opportunities linked to college course work. Keene ISD will also apply for foundation grants supporting afterschool programs, such as Sid Richardson foundation, and other grants through the Afterschool Alliance grant opportunities page.

The sustainability plan for the project will also focus on workforce revenue streams that allow for after school childcare reimbursements from the state department of labor, childcare licensing, matching childcare grants, and STEAM grants. The PTO are very involved with our school district and will also help in pursuing fundraisings opportunities to sustain this proposal. Keene ISD will recruit community members to form a Community Advisory Council (CAC) for the purpose of developing a 5 year sustainability plan, speak to local organizations, write grant applications, and to provide insight to the Project Director. The Community Advisory Council will be made up of members of the business and industry, community, school administrators and teachers. During the first year the Project Director will work with the CAC in creating a 5 year sustainability plan to implement once the grant has ended.

Keene ISD will work collaboratively with ACE team to ensure program efficiency and effectiveness. The stakeholders will work together to maximize overall program support and successful initiatives.

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**Schedule #15--Project Evaluation**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data Review -Documentation	1.	Student achievement-STAAR
		2.	Attendance –District database
		3.	Behavior –District Database
2.	Focus Groups -student, parent, teacher	1.	Student satisfaction
		2.	Parent satisfaction
		3.	Teacher satisfaction
3.	Tx-21 <sup>st</sup> Program	1.	Semester grades
		2.	Days Attended
		3.	Behavior reports
4.	Survey's -Classroom teacher -Measurable achievement	1.	Teacher satisfaction
		2.	Measurable growth
		3.	Behavior improvement
5.	Independent Evaluation Report	1.	Measurable data reported
		2.	Formal observation
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation of the data is performed by the Project Director, campus principal, and Site Coordinator. The final results of the Evaluation report will be shared with the Community Advisory Committee. The analysis of the data includes careful examination and comparison to the Critical Success Factors along with stated goals of the grant program. Upon award of the grant and at the end of each following May during the grant cycle, the data evaluation team listed will review program data and facilitate ongoing changes. Data will also be reviewed on a bi-weekly basis by the Project Director and Site Coordinators to ensure compliance by the end of each grant term (fall, spring, summer). Project Director and Site Coordinators are responsible to ensure all student-level records remain confidential in accordance with all laws and regulations.

Keene ISD uses a combination of quantitative and qualitative data. Both types of data will be gathered using the following means PEIMS data including campus attendance, graduation results of feeder school and student enrollments, district student information system data including student attendance, grades, program information, and behavior, district student assessment management system data including State of Texas Assessment of Academic Readiness (STAAR) results, Texas Academic Performance Report (TAPR), TX21<sup>st</sup> web-based data system including program attendance for daily activities and activities offered, surveys of campus & community needs, campus-level focus groups, student interest inventories.

Intentional planning of the campus program activities is based upon the campus needs assessment, campus achievement data, student level deficiencies, and student voice. Data will be based upon students served considered regular students in attendance in the program for 45 or more days and based on the TX21<sup>st</sup> weekly data entry from Site Coordinators. The Project Director and Site Coordinators will ensure that program activities continue to meet student needs based upon the regular evaluation of the program-level data.

Each year the Project Director, Site Coordinator, and campus principal will meet to review the finding for improvements that are stated in the Independent Evaluation report to implement stated findings in next year's program. Based on the Independent Evaluation report is what the team will use to correct the problem areas that were found. The final report will be placed on the district website as well as shared at the board meeting in September

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to extend, enhance, and enrich the regular school day, Keene ISD will provide intentional planning to ensure that all activities are coordinated to meet the needs of the students and families, based on the campus & community needs assessment indicating student deficiencies and student voice. Keene ISD would like to offer the following activities, but not limited to, to our students to promote greater student achievement: subject specific tutoring, hands on learning activities, small group instruction, and homework assistance.

Below are additional hands on activities that Keene would like to provide to parent and students.

- Academic Assistance-Teacher provided academic programs/activities/tutorials aligned to classroom content and TEKS. Activities include-History Club, Science Club, Math Club, Foreign Language, Writing/Poetry, Book Club, Homework Assistance, Test Preparation, and small group instruction focused specifically on concepts covered during the school day.
- Enrichment-The ACE program will provide a variety of enrichment activities that are non-traditional, high yield learning activities to motivate students such as: Art Club, Clay Sculpting, Archery, Cooking/Baking, Drama, Photography, Robotics, Gardening, Music, Dance, Technology/Multimedia/Video Production/Gaming, Bowling.
- Family and Parental Support Services-Adult, parent and community members will be provided with opportunities to increase their literacy and improve in their educational development. Activities will include: Technology/Computer classes, Cooking/Baking classes, Do It Yourself (DIY)/"How To" classes, Foreign Language, First Aid/CPR, Library/Research.
- College and Workforce Readiness-The ACE program will focus on career explorations and include guest speakers and field trips.

Keene is a community school and does not provide bus transportation for daily arrival and departures to school. Parents will continue to pick up their student or provide a permission slip to allow their student to walk home.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to Keene ISD being located within a small rural community the KACE program will use the following methods to disseminate information for maximum student participation:

- Information will be placed on the Keene ISD website
- The school district has an electronic marquee that sits on the main street coming into the city. Information will be displayed on the marquee
- The school district will also post information on the Facebook and twitter pages
- Call outs will be made to each targeted student and family through School Messenger
- The local radio station
- Flyers in English and Spanish will be sent home to targeted students
- Word of mouth advertising will also be used to gain popularity among students and parents

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities in each after-school program will be aligned with the curriculum delivered during the school day. These activities will be project-based learning and hands-on in order to encourage academic growth and connections to that curriculum. Student academic gaps will be targeted in order to close gaps and ensure future success. Each activity is designed to meet the academic needs of each campus population based upon the needs assessment of the campus and community. For example, academic activities for the Elementary Campus will be geared toward problem-solving and critical thinking in math; this is their target subject based upon most recent needs assessment. One activity being considered is CSI (Crime Scene Investigations) which presents real-world problems for the students to interact and solve using their math and science skills taught during the school day. Our SMART goal for this activity would be that 80% of the regular participants will show an increase in the ability to solve linear equations at the end of CSI as measured by pre- and post- assessments. Tutoring and homework help will be the top priority for the after school program. Success will come because there will be a direct link between instruction that happens during the regular school day and the extended times afforded by the program. Students will not have to learn new concepts, rather they will be able to have already taught concepts explained in a different way and in a setting that may be more conducive to their acquisition of the skill or concept.

According to a study conducted by the Harvard Family Research Project regarding "older youth and after school participation, decades of research confirm that after school programs have the potential to keep children and youth safe, support working families, improve academic achievement, and promote the civic and social development of young people. Programs need to be high quality and engaging for youth to want to be there and for youth to benefit from participation."

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Individualized small group instruction in the after-school program will be paid from a combination of and local funding and funds awarded by this grant. The district will also provide all facilities, utilities, telecommunications, security, janitorial services, cleaning supplies, and copying or printing services.

Keene ISD will work with the Community Advisory Council to develop a 5 year sustainability plan that will ensure the existence of the afterschool program after the grant has ended. Keene ISD will also work with other local business to gain financial support. The district will also pursue applications to other grant funds such as the Sid Richardson Foundation, JCPenney, Motts Foundation, and other organizations supporting after-school programs.

The applicant assures TEA that funds will be sufficient to successfully increase the level of Quality in state, local and other non-federal programs and will only be used for activities authorized under TEA guidelines, and will in no way supplant federal, state, local or non-federal funds.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: 126-906	Amendment # (for amendments only):
<p><b>Statutory Requirement 5:</b> Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>The Keene ACE program will be developed to offer high quality, attractive, academic activities that provide innovative approaches to learning. Targeted performance areas will provide the basis for the intentional planning of each term's activities. Student improvement in core subject areas especially English and math, in academic and social behaviors, and in assessment achievement will be realized. All activities developed will be project-based and hands-on to move students to higher critical thinking.</p> <p>KISD will measure the effectiveness of each activity by creating an objective set of standards that are meant to provide input regarding the progress students make towards the identified district objectives. Each objective will be measured in various ways. Data from multiple sources will be used to determine the needs of each campus. The data utilized for evaluating the needed program and activities will include information from the district student information system including student grades and program information, district student assessment management system including STAAR results, TAPR report, campus improvement plan and identified needs from the site-based decision making team, surveys of campus &amp; community needs, and student interest inventories.</p> <p>To determine the effectiveness of afterschool programs in correlation with improving academic performance, KISD will administer pre and post-tests, as well as benchmarks throughout the duration of academic improvement activities to identify specific skills and needs students have yet to master. KISD will measure the increase of school day attendance by comparing attendance rates of students who attend ACE programs and those who do not. Improvement of positive behavior will be measured by comparing discipline referrals of students before and after they participate in the ACE program. An increase in student promotion rates amongst those who regularly participate in the program and those who do not. Finally, KISD will measure the increase of graduation rates by comparing graduation rates between those who regularly attend afterschool activities and those who do not. This information will provide the District and Site Coordinators with data that will help them tailor after school activities to continue closing academic gaps amongst students.</p> <p>KISD will provide students, families, and community member with quality after school programs. Research indicates that these types of programs can positively affect a multitude of success factors including; grades, attendance, self-perception, improved behavior, academic achievement, positive social behavior, and school involvement (Durlak, Weissburg, Pachan, 2010).</p> <p>KISD will ensure that activities remain relevant to community members by developing and administering surveys for input regarding each activity. It is the goal of KISD to maintain a sustainable program that continues to engage the community by collecting data to help determine the needs of our community.</p>	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Keene ISD is located in a rural area, the closest CBO is approximately 30-40 miles away. Due to the geographic proximity of Keene ISD we are unable to establish a partnership with a local community based organization. However, Keene ISD would still like to receive the priority points because Keene ISD can meet the requirements of the grant.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since Keene ISD is such a small school district and the schools are directly across the street from one another. All the available community resources will be available for each campus. Through the process of this grant there have been a few identified resources with our community.

The Family Crisis Center and Alvarado Helping Hands will be able to provide additional counseling for parents and students. Many students need assistance regarding clothes during the colder months and these community resources will be able to assist. Johnson County, Texas AgriLife Extension services will be able to provide classes in gardening, cooking, and parenting classes. The local bank has also pledged to provide financial planning classes for the parents. These entities/agencies will be able to provide family support services & resources. The FES will work with various entity/agency committees to plan additional program offerings in conjunction with services and resources already in place. Southwestern Adventist University in Keene will also be an excellent community resource. They will be able to provide college students to assist families who are in need of ESL classes. The college students will be able to provide one on one tutoring sessions for parents learning the English language. These partners will aid the district in communicating KACE program offerings to those families of participating students.

Intentional planning will be made to ensure that all site activities are coordinated to meet the needs of the students and families, based on the campus & community needs assessment indicating student deficiencies and student voice. Student-level data includes student achievement data like core academic grades and academic interventions (from Response to Intervention, RTI, process), assessment data like curriculum based assessments and STAAR, attendance & truancy data, and behavior & behavior intervention data. These data sets are reviewed during the recruitment phase of the program to determine qualified applicants and appropriate activity placement. KISD Site Coordinators will be available for each center to coordinate all activities: be readily available during the school day to provide advocacy for students enrolled in the KACE program; work with principals and school officials regarding recruitment efforts and activity planning to ensure alignment with the school day; conduct the campus needs assessment and work with director to develop campus project plan; meet with students, teachers, and parents as necessary to communicate student needs; facilitate strategies for student assessments, student interventions, personal graduation plans, and determine the best course of action to complete student goals; gather student level data while maintaining confidentiality of information; enter required data into the TX21st tracking system within specified timelines; attend required conferences and training sessions, and facilitate training to staff; make reasonable accommodations to meet with assigned Technical Assistance Consultant as requested either through scheduled/unscheduled visits, participate in scheduled conference calls; work with partners, community stakeholders, and vendors to coordinate program services. Each Site coordinator will do weekly class observations. The site coordinators will use a class observation form and provide a copy to the instructor. The walk through will be shared at the weekly staff meetings. Weekly entry in the TX21<sup>st</sup> system will give site coordinators concrete data by which to measure ongoing accomplishment, and also early knowledge of anticipated semester results. Program improvement will be initiated at the level closest to the challenge. Annually, campus improvement committees will suggest changes and continuation suggestions to the Project Director for review prior to submitting the goals and objectives. Satisfaction surveys will be conducted and included in the data reviews.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Keene Elementary school and the Junior High campus will use established post-secondary pathways that have been established at the High School. The campuses will also use the established career paths that are aligned in House Bill 5. By introducing students to career pathways early in elementary this will help establish the student connections to the many pathways they can choose from. Research indicates that programs of this nature provide engaging opportunities for students by connecting their learning to post-secondary plans; including internships, community service, and apprenticeships (Casner-Lotto, 2006). KISD will provide students with a bridge between theoretical concepts and practical knowledge so that classroom learning becomes relevant and applicable to life after high school. Examples of the activities that will be able to delineate from the high school to the elementary are, Culinary Arts program, Computer science, Sports Management, and STEAM classes. Additional activities The program will also allow students to explore potential fields which may not be afforded to them otherwise. This would include exposure to horticulture, computer programming, banking and finance, culinary arts, technology applications, robotics, foreign language acquisition, and organized team sports.

These activities have allowed our students to experience an array of opportunities that give them the background they need to excel outside of the classroom. The ACE program would allow for us to expose students throughout the elementary and junior high campuses to activities that scaffold from campus to campus, as they move through the program and get closer to life after high school. As students' progress successfully through the program, they will build a strong foundation of lifetime skills that will help them both academically and post-secondary. Research also demonstrates that effective instruction often benefits struggling students when a low student to teacher ratio is in place. The tutoring and homework assistance provided through the after school program will be targeted individualized instruction in small groups of three to four students. Likewise, students who are involved in extra-curricular activities, perform higher on academic pursuits than students who are not involved outside of the regular school day

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Keene ISD will pursue a partnership with the Chisholm Trail Retirement center that is located within Keene. Many of the residents in the community center could serve as senior citizen volunteers. The Chambers of Commerce senior breakfast club has expressed a desire to train children in skills and to keep some activities from becoming obsolete as well as to provide students with a grandparent's point of view, care, and connection. Classes include sewing, canning, baking, wood working, gardening, kite building and flying, model airplane or car building and racing, photography, and more. Each center would work with the volunteers and the skills that are provide by the volunteering senior. Keene ISD would also like to reach out to the local nursing home and allow students to provide activities such as singing at nursing homes and Grandparent pen pals. The school district will foster relationships with local churches, college, and first responders in the community.

KISD will train community volunteers to teach and mentor students as they work alongside regular paid staff. The Project Director and Site Coordinators will train all volunteers in working with students alongside the regular staff, classroom management, campus & program procedures. KISD requires all volunteers to pass a federal background check and TEA fingerprinting requirements prior to beginning their work in classrooms.

By continuing to grow the volunteer support, Keene ISD will build sustainability for this program model.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The letter of support with each elected school board member has been attached. The letterhead of Keene ISD supports the satisfaction for each board members stated seat.

Keene ISD will recruit community members to form a Community Advisory Council (CAC) for the purpose of developing a 5 year sustainability plan, speak to local organizations, write grant applications, and to provide insight to the Project Director. The Community Advisory Council will be made up of members of the business and industry, community, school administrators and teachers. During the first year the Project Director will work with the CAC in creating a 5 year sustainability plan to implement once the grant has ended.

Keene ISD also plans to expand linkages with the one local university that may be able to provide staff through service learning opportunities linked to college course work. Keene ISD will also apply for foundation grants supporting afterschool programs, such as Sid Richardson foundation, and other grants through the Afterschool Alliance grant opportunities page.

The sustainability plan for the project will also focus on workforce revenue streams that allow for after school childcare reimbursements from the state department of labor, childcare licensing, matching childcare grants, and STEAM grants. The PTO are very involved with our school district and will also help in pursuing fundraisings opportunities to sustain this proposal.

A portion of tutoring and small group instruction in the after-school program will be paid from local funding.

The CAC team will meet four times a year in the first year and three times a year thereafter. If more meeting dates are needed to be schedule the committee will reevaluate during the course of the school year and change the meeting times as needed.

Timeline:

June-August— After notice of award recruitment of Community Advisory Council members.

November – January – develop sustainability plan

February – May – pursue alternative funding sources and complete appropriate grant applications organize fundraising opportunities.

July- review initiatives of prior year and adjust sustainability plan as needed.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Keene ISD will recruit community members to form a Community Advisory Council (CAC) committee for the purpose of promoting student success. The committee members will consist of a county commissioner, city council members, chamber of commerce members, business leaders, parents, member of the local media, Keene school board president, and a representative from the local college. The superintendent and project director will also be members of this committee. The members that are being recruited and considered because of their influence in the community. Asking each committee member to serve will generate buy in and enthusiasm for the KACE program through the community. The community members will also be able to provide resources such as: public relations, marketing, and development of 5 year strategic plan. This committee will promote the Keene ACE program throughout the community to increase the awareness of the benefits students and families are receiving, increase the awareness of local resources for the students and families in the program, provide input in the implementation, evaluate effectiveness of the program, and help determine sustainability. Their efforts will assist in any recommendations for improvement along with the Independent Evaluation report. Meetings with all committees will be well documented to include agendas, sign-ins and minutes.

**Time-line:**

Month	Topic	Committee
July	Committee Recruitment	Superintendent and Project Director
Aug-Sept	Survey of campus & community needs	administered by campus principal and site coordinator
	Marketing Plan	each campus site-based decision making committee
	5 year Sustainability beginning phase assignment of duties	Community Advisory Council
Oct-Dec	Awareness of School Year	Project Director
	-program offering for students	each campus site-based decision making committee
	-program offering for parents	Community Advisory Council
	Sustainability plan review	Community Advisory Council
Jan-Mar	Survey of campus & community needs	administered by campus principal and site coordinator
	Share survey results	Project Director
	Sustainability plan finalized	each campus site-based decision making committee
		Community Advisory Council
Mar-May		Project Director
		each campus site-based decision making committee
	Fundraising Plan	Community Advisory Council
	Share independent evaluation results	school board
	When available ...beginning of next school year	each campus site-based decision making committee
		Community Advisory Council

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon writing this proposal the Keene ISD Superintendent and administration team began planning the critical components of this grant to ensure success. The Project Director will work full time, consisting of a 40 hour work week. Ninety percent of the Project Directors salary will be granted funded. The district will fund the remaining ten percent to allow the project director to implement the sustainability plan set forth by the Community Advisory Council. The Project Director will surround the oversight of all grant activities, coordination and communication with Site Coordinators, Family Engagement Specialist, building relationships and MOUs with vendors, and working closely with the Independent Evaluator. The directors' week also includes communication with the superintendent, meetings with all Site Coordinators, curriculum planning oversight, and entering data for program accountability oversight. Trainings will be held for the KACE staff on professional development days set aside by Keene ISD school year calendar. The Project Director will coordinate and facilitate training with the Technical Assistance Coordinator. The director will maintain an organizational chart of all staff. Additional information will include roles, responsibilities, and qualifications of all staff and organizations participating in the KACE program. The director will serve as the main contact with TEA regarding all requirements and issues related to the program including data collection and program implementation. The Project Director will also keep TEA informed of accurate contact information for key personnel. The management and supervision during implementation will begin with multiple visits within the week by the Project Director to each site and moving to bi-weekly visits, providing hands-on monitoring of start-up activities. Weekly and then later bi-weekly meetings with the Project Director will provide the Family Engagement Specialist and Site Coordinators with sufficient guidance in district and grant procedures. During each center visit the Project Director and/or grant coordinator will use a center walk through form that will give the Site Coordinator constructive feedback to ensure compliance requirements. The Project Director will ensure all TEA required trainings are attended by appropriate staff. Semester and summer progress reports presented to the Community Advisory Council and to the district administrative team will provide three check points for review of implementation challenges and successes.

KISD Site Coordinators will be available for each center to coordinate all activities: be readily available during the school day to provide advocacy for students enrolled in the KACE program; work with principals and school officials regarding recruitment efforts and activity planning to ensure alignment with the school day; conduct the campus needs assessment and work with director to develop campus project plan; meet with students, teachers, and parents as necessary to communicate student needs; facilitate strategies for student assessments, student interventions, personal graduation plans, and determine the best course of action to complete student goals; gather student level data while maintaining confidentiality of information; enter required data into the TX21st tracking system within specified timelines; attend required conferences and training sessions, and facilitate training to staff; make reasonable accommodations to meet with assigned Technical Assistance Consultant as requested either through scheduled/unscheduled visits, participate in scheduled conference calls; work with partners, community stakeholders, and vendors to coordinate program services. Each Site coordinator will do weekly class observations. The site coordinators will use a class observation form and provide a copy to the instructor. The walk through will be shared at the weekly staff meetings. Weekly entry in the TX21<sup>st</sup> system will give Site Coordinators concrete data by which to measure ongoing accomplishment, and also early knowledge of anticipated semester results. Program improvement will be initiated at the level closest to the challenge. Annually, campus improvement committees will suggest changes and continuation suggestions to the Project Director for review prior to submitting the goals and objectives. Satisfaction surveys will be conducted and included in the data reviews. The Independent Evaluation report will also provide specific guidance to tailor a high-quality programming each grant year.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-960

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Keene Elementary

9 digit campus ID#	126-906-101	Distance to Fiscal Agent (Miles)	1.3
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Grade Levels to be served (PK-12)	PK-5th
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		100
Number of Adults (parent/ legal guardians only) to be served:		50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Keene Junior High School

9 digit campus ID#	126-906-041	Distance to Fiscal Agent (Miles)	1.3
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Grade Levels to be served (PK-12)	6 <sup>th</sup> -8 <sup>th</sup> grade
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		75
Number of Adults (parent/ legal guardians only) to be served:		20

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3

Center Name: Keene High School

9 digit campus ID#

126-906-041

Distance to Fiscal Agent (Miles)

1.3

Grade Levels to be served (PK-12)

9<sup>th</sup> -12<sup>th</sup> grades

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Number of Regular Students (attending 45 days or more per year) to be served:

90

Number of Adults (parent/ legal guardians only) to be served:

50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 4

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 5</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>Campus Name</b>			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 6</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>Campus Name</b>			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 7</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 8</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 9</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 10</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Site Coordinator will work with the principals and teachers to recruit students most in need of academic assistance. Students will be identified as in need of academic assistance based upon information obtained from student grades, attendance, behavior, student assessments such as STAAR and local curriculum-based assessments, and student program information. All three campuses will also use the district software DMAC. DMAC is a software program that will disaggregate data of the local and state ass and provide detailed information to the academic deficits to each individual student. Each Site Coordinator will have campus access to this data in order for them review students to be recruited. Priority enrollment will be given to students who are most in need of academic assistance. If additional space is available, then students not identified as in need of academic assistance will be allowed to participate in the program.

The Keene ACE program guidelines will be distributed to assistant principals, counselors, nurses, and teachers requesting referrals for high need students who would be helped by the KACE program. Referrals may be made for academic failure or borderline failure; failure of STAAR test; poor school attendance or truancy; poor social skills; or in general, a struggling learner. As space allows, other students, who may not have as many needs, may attend. Site Coordinators will secure parent permission and commitment for consistent attendance to the program. Recruitment efforts will focus on academic assistance in a hands-on environment. Students may be drawn to the academic enrichment activities such as rocketry, chess, music, and art; yet always receive core academic instruction in a fun and engaging manner. The activities will align with the campus needs assessment and student voice and choice. Instructors will also hold the key to student recruitment, since popular teachers with excellent rapport among high risk students are targeted as instructors.

The following strategies will be utilized to recruit and retain regular student attendees (45 or more days):

1. Snack and dinner will be served daily
2. Surveys of programming options, as well as popularity of course offerings, will meet student interests and will be reviewed each semester
3. Educational field trips will be utilized to give students unique experiences not available during the day
4. Programming that meets student needs while ensuring personal attention and success will be utilized

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the needs assessment conducted Keene ISD is proposing to have three centers. The time and hours proposed is what Keene ISD parents have identified to be their greatest need. Keene ISD propose to operate for a minimum of 35 weeks total and minimum of 12 hours weekly. The proposed schedule for each center would be as follows.:

Keene Elementary School

September 6<sup>th</sup>-June 30<sup>th</sup> which will be a total of 39 weeks.

Monday-Thursday

Time: 3:20-6:30pm

Keene Junior High School:

September 6<sup>th</sup>-June 30<sup>th</sup> which will be a total of 39 weeks.

Monday-Friday

Time: 3:45-6:10pm

Keene High School

September 6<sup>th</sup>-June 30<sup>th</sup> which will be a total of 39 weeks.

Monday-Thursday

Time: 6:50am-7:50am

3:45-5:45pm

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Keene ACE program will follow the KISD safety procedures and guidelines. In addition to the district procedures, the site coordinators will be issued KISD Emergency Procedure sheet to include with the safety binder. In the event of an emergency after school hours, the site coordinator will contact both the campus principal and Project Director. Each site coordinator will have a binder to include the district and campus safety plan as well as their ACE safety self-assessment. Each center will be equipped with a first aid kit and emergency contacts for all students enrolled. Site coordinators and campus administrators will work together to ensure the ACE site plan continues to be updated according to changes in the district or campus safety plans. Upon a student's arrival each day, the student is signed-in, and attendance is taken in each class, as well. As students are dismissed, each student will be signed-out based upon one of two categories: parent pick-up, or walking home.

Each center will have the following policies in writing available for review by campus administrators, Project Director, and TEA a TAC:

- Emergency closings
- Evacuations or lockdowns
- Injury or illness
- Use of medication (prescription & non-prescription)
- Staff/student precautionary measures (hand-washing, exposure to blood, etc)
- Safety training
- Discipline and well-being of students
- Campus visitors

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities will be based on the comprehensive needs assessment associated with NCLB and completed utilizing the forms available in the cycle 9 blueprint. Each campus will include activities for required data set one and two by analyzing STAAR and STAAR EOC results as they become available, how the various populations performed related to AYP, and the disciplinary and attendance reports collected on a six weeks basis to determine the specific audiences that needs to be targeted.

Intentional planning will take place for each activity that is offered to family and students. Prior to an activity being implemented the Site Coordinator will review the needs assessment and complete the Texas Ace Activity Planning worksheet that will provide one of the three data sets in determining the need for the activity. For majority of the activities such as reading, math, science, cooking, gardening, and art the TEKS will be used in developing the Texas Ace Activity lesson plans. The Site Coordinator will use the Campus improvement Plan to develop course and they will also meet with teachers and attend Professional Learning Communities to best serve the students. For example if the elementary schools has identified a need to increase 4<sup>th</sup> grade writing scores than a class will be developed like "Blog your Heart Out" to encourage students to write and while teachers utilize the TEKS to develop the lesson plan for the course.

Activity ideas will be developed and offered to students and parents determining interest and classes to be offered. All activities will fit into at least one of the four components: Academic Assistance, Enrichment, Family & Parental Support Services, College & Workforce Readiness. Targeted performance areas broken down into essential skills and behaviors will provide the basis for the intentional planning of each term's student academic, enrichment, and college & career readiness activities. As students participate in the program, each will develop intrinsic motivation for success during the school day, interpersonal skills for engaging in positive social & cultural relationships, awareness of skills for success in college or employment. Student improvement in core subject areas especially English and math, in academic and social behaviors, and in achievement on assessments will be realized. Specific to the enrichment activities, students will be grouped into the activities of interest based upon common skill deficiencies. All activities developed will be project-based and hands-on to move students to higher critical thinking that align with the school day curriculum. Activities for family involvement will also be developed to promote family participation and to ensure families have the skills to support each student's educational experience.

Much research has been done on the effects of project-based learning and relevant, hands-on activities on student engagement and achievement. According to research reviewed from the Afterschool Alliance July 2012, they found ninety-four percent of middle school students attending 21st Century Community Learning Center (21st CCLC) programs in Pinellas County, Florida, maintained or showed growth in language arts (compared to 59 percent of non-participants), 84 percent maintained or showed growth in math (compared to 62 percent of non-participants) and 85 percent maintained or showed growth in science (compared to 40 percent of nonparticipants). (Silver, S.E., PhD. & Albert, R.J. (2011). *21st Century Community Learning Centers administered by Coordinated Child Care of Pinellas, Inc: Summative evaluation report of the school-based program, Year 2.*)

Activities for family involvement will also be developed to promote family participation and to ensure families have the skills to support each student's educational experience.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Keene ACE program will be developed to offer high quality, attractive, activities that provide innovative approaches to learning and build the skills identified by student and family deficiencies. Prior to the after school program starting each student that will participate in the after school program will have a data review. For students who start later in the school year they will also have a data review prior to students starting. In order for a full data review the Site Coordinators will work closely with the school day teachers and academic specialist to ensure students who are at risk of academic failure needs are met in the after school program. Site Coordinators and the academic liaison will utilize data information from multiple sources which will include the district student information system including student grades, district student assessment management system including STAAR results, Texas Academic Performance Report (TAPR) report, and Campus Improvement Plan. The data review will help determine the identified gaps that the student has, Once all of the students' area of deficiencies have been determined. The Site Coordinator will create an afterschool instruction plan to address to students deficits. All three campus will use this model.

Students who have been identified as at risk of academic failure will have individualized targeted instruction that is provided by a qualified team member. Activities will be developed and offered to students using a hands on approach. Individualized and small group instruction will

Based upon the needs assessment conducted at each campus, small group instruction was indicated as a need. Therefore, academic activities will be designed to allow staff to student ratio of no larger than one to four. Groups of four allow for interaction between each student and the instructor, as well as promote academic discussion among the students. By keeping the academic ratio small, staff may focus on adapting instruction for the individual needs of each student, build relationships, and provide appropriate academic intervention activities based on the data review.

According to meta-analysis of grouped versus ungrouped classes performed by Y. Lou, et al, published in the 1996 *Review of Educational Research*, students learn the most when paired and the optimal small group for learning seemed to be groups of three to four students. Therefore, for other activities such as enrichment, class sizes will range from 15 – 22 students and will utilize classroom centers or collaborative groups of 3-4 students per group.

The KACE program staff to student ratio will be no larger than 1:22 in any activity offered.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist (FES) will be to bridge the gap between home and school. In order for each campus to build a sense of community between home and school the FES will create a mobile Parent Information Center (PIC). The PIC's will be a source of information that will contain community resources within the area. The PIC will also contain information regarding upcoming parent education classes the district will offer. The FES will also schedule Coffee Chats during the school day to allow parents to build relationships with the principal and teaching staff. During the Coffee Chats the principal will answer any questions parents might have or simply be a listening ear. The Coffee Chats will also be available to working parents in the evenings. Research has proved that when families can connect and feel welcomed by the school staff they are more willing to participate in school related activities.

According to a research study conducted by Mavis Sanders with John Hopkins University, students are more successful in improving their academics when there is parental and community support. Sanders, M., & Lewis, K. (2005). Building bridges toward excellence: Community involvement in high schools. *The High School Journal*, 88(3), 1-10. In order to provide meaningful education opportunities for parents Keene ISD would like to implement a Parent Literacy Center (PLC). The FES will work with teachers to identify students most in need of English Language Arts and Reading. Teachers, Site Coordinators, and the FES will create an Individualized Home Plan (IHP) for struggling reading students. The IHP will have practical instructional activities for parents to do with students. The instruction provided to parents will be targeted to the child's academic deficit. The FES will create PLC sessions that will demonstrate and teach parents how to help their student at home. Each campus will also provide extended library times during the course of the school year. Light refreshments will also be served to encourage attendance.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the goal of Keene ISD for the Family Engagement Specialist (FES), Project Director (PD), Site Coordinator (SC) and campus principal to work together to encourage families to participate in their students' education. We want to ensure that Keene ISD provides help for families to strengthen their skills in ensuring their child's success in school. Data from TEA reveals that family members who participate at least once, return to participate again at a high rate and students who had at least one family member participating with them in the center activities participate in more activities than students with no family participation. It is critical for the FES to communicate regularly with individual parents building relationships and conducting surveys and needs assessments to develop activities to meet the family needs for parenting skills, skills to assist their children in school, skills to actively support their children's learning and development, assisting parents in connecting with the school community and with community resources, and skills for developing personal growth and lifetime learning. The FES, PD, SC, and campus principal will meet monthly to analyze and review the targeted strategies and activities to measure effectiveness.

The family needs assessments and surveys will be evaluated by the FES and Site Coordinators for developing family activities. This information will be shared in the monthly meeting with PD and campus principal. The Project Director will make regular visits to each center and will work with the FES and Site Coordinators to ensure program compliance. The PD, FES, and SC will have weekly meetings to ensure program activities for family engagement will be coordinated across all centers. Activity offerings for families each session will be communicated through various media such as campus marquee, district websites, flyers in English & Spanish sent home with students, Facebook & campus newsletters. Callouts through School Messenger in English & Spanish, and word of mouth advertisement by parents of program students

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 126-906

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus conducted a needs assessment to identify the family engagement activities that should be offered. The entire district received a phone call that prompted parents to complete an activity interest survey. Based on those results activities will be generated. It is critical for the FES to communicate regularly with individual parents by building relationships, conducting surveys and analyzing needs assessments. This will help to develop activities to meet the family needs of identified parent needs. Parents will be equipped with skills to assist their children in school by connecting with the school community, developing personal growth, and obtaining lifetime learning skills. The family needs assessments and surveys will be evaluated by the FES and Site Coordinators for developing family activities each quarter.

The family and parental support activities will consist of opportunities to increase their literacy and improve in their educational development. Classes such as English as Second Language and GED will be provided as well as the Parent Literacy Center. Activities will also include: Technology/Computer classes, Cooking/Baking classes, Do It Yourself (DIY)/ "How To" classes, Foreign Language, First Aid/CPR, Library/Research. Activity ideas will be developed and offered to students and parents determining interest and classes to be offered on-going. All activities will fit into at least one of the four components: Academic Assistance, Enrichment, Family & Parental Support Services, and College & Workforce Readiness. Campuses and their PTA/PTOs will team up with the KACE program in providing refreshments for participating family members, so some campus activity funds or PTA/PTO budget will be utilized to increase parent involvement.

Since Keene ISD's schools are located directly across the street from one another, the district will rotate the parent classes at different campuses. The majority of the family activities that are held will be available for all ACE enrolled parents to attend. However, campus specific activities will take place.

Being located within a rural county. The community resources are limited. However, the FES will establish partnerships with the few local resources that are available within the district county. Within Johnson County there are multiple entities/agencies that provide services to the ACE parent community. To help provide convenience for parents the FES will grow the partnership aligned with JPS health network to provide affordable or free immunizations and health screens to students. The FES will also reach out to local communities like the Family Crisis Center and Alvarado Helping Hands. Many students need assistance regarding clothes during the colder months and these community resources will be able to assist. Johnson County, Texas AgriLife Extension services will be able to provide classes in gardening, cooking, and parenting classes. The local bank has also pledged to provide financial planning classes for the parents.

These entities/agencies will be able to provide family support services & resources. The FES will work with various entity/agency committees to plan additional program offerings in conjunction with services and resources already in place. Southwestern Adventist University in Keene will also be an excellent community resource. They will be able to provide college students to assist families who are in need of ESL classes. The college students will be able to provide one on one tutoring sessions for parents learning the English language. These partners will aid the district in communicating KACE program offerings to those families of participating students.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 126-906		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 126-906		Amendment number (for amendments only):		
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 126-906

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 126-906	Amendment number (for amendments only):
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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 126-906

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 126-906

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 126-906		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <a href="#">Apply for a Grant</a> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): <b>2</b>		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): <b>0</b>		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating: <b>0</b>	Total nonprofit students participating: <b>0</b>	Total nonprofit teachers participating: <b>0</b>
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 126-906

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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